GCSE

French/German/Spanish

OCR GCSE in French	J730
OCR GCSE in German	J731
OCR GCSE in Spanish	J732
OCR GCSE (Short Course) in French Spoken Language	J030
OCR GCSE (Short Course) in German Spoken Language	J031
OCR GCSE (Short Course) in Spanish Spoken Language	J032
OCR GCSE (Short Course) in French Written Language	J130
OCR GCSE (Short Course) in German Written Language	J131
OCR GCSE (Short Course) in Spanish Written Language	J132

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IMPORTANT

Controlled Assessment is stored electronically and moderation samples submitted in their electronic format.

To offer this qualification, centres MUST:

Be a registered EDI (Electronic Data Information) user. For more information on EDI please go to the OCR website at www.ocr.org.uk or refer to the Entry Instructions within the Administrative Guide and Entry Procedures (E3) folder.

Basic guidance on the production of electronic Controlled Assessment is provided in Appendix F.

For further guidance on requirements for electronic Controlled Assessment, contact general.qualifications@ocr.org.uk

Content

Contents

1   About these Qualifications

This booklet contains GCSE specifications in French, German and Spanish and OCR's GCSE (Short Course) for teaching from September 2009.

These specifications are based on the following principles:

- a meaningful and enjoyable educational experience for all candidates

- known and achievable but challenging goals for candidates of all abilities

- all candidates achieving a useful level of linguistic competence

- a suitable waystage in a culture of life-long language learning

- useful experience of language acquisition

- enabling personal awareness to develop by reference to other cultures.

Assessment is based on the following principles:

- using English for questions and instructions so that understanding the task is straight forward and not made unnecessarily complex by the language used

- a broad range of test types so that candidates are not disadvantaged by performance in any one test type

- selecting test types for their effectiveness in allowing candidates to show what they know and can do.

1.1   GCSE (Full Course)

From September 2009 the GCSE is made up of 4 mandatory units. Three units are externally assessed and one is internally assessed and externally moderated.

1.2   GCSE (Short Course)

The GCSE (Short Course) is both a 'stand-alone' qualification and also half of the corresponding GCSE. The GCSE (Short Course) is assessed at the same standard as the corresponding two year GCSE course.

From September 2009 the GCSE (Short Course) is made up of either of the following combinations of two units taken from the corresponding GCSE (Full Course):

Spoken Language: Unit 1 (French A701/German A711/Spanish A721) Listening and Unit 2 (French A702/German A712/Spanish A722) Speaking

Written Language: Unit 3 (French A703/German A713/Spanish A723) Reading and Unit 4 (French A704/German A714/Spanish A724) Writing

Candidates may choose either combination to suit their own learning needs and skills.

1.3   Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR GCSE in French, German or Spanish.

- OCR GCSE (Short Course) in French, German or Spanish Spoken Language.

- OCR GCSE (Short Course) in French, German or Spanish Written Language.

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).
Candidates who gain Grades A to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.4   Aims

GCSE specifications in modern foreign languages should encourage candidates to derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Candidates should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language. GCSE specifications in modern foreign languages should prepare candidates to make informed decisions about further learning opportunities and career choices.

The specification is designed to give candidates the opportunity to:

- derive enjoyment and benefit from language learning by following a coherent, satisfying and worthwhile course of study

- develop understanding of the language in a variety of contexts

- develop knowledge of the language and language learning skills

- develop the ability to communicate effectively in the language

- develop awareness and understanding of countries and communities where the language is spoken

- recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language.

1.5   Prior Learning/Attainment

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

2   Summary of Content

2.1   GCSE Units

Unit 1 *Listening* (French A701/German A711/Spanish A721)

Unit 2 *Speaking* (French A702/German A712/Spanish A722)

Unit 3 *Reading* (French A703/German A713/Spanish A723)

Unit 4 *Writing* (French A704/German A714/Spanish A724)

2.2   GCSE (Short Course) Units

Spoken Language units

Unit 1 *Listening* (French A701/German A711/Spanish A721)

Unit 2 *Speaking* (French A702/German A712/Spanish A722)

Written Language unit

Unit 3 *Reading* (French A703/German A713/Spanish A723)

Unit 4 *Writing* (French A704/German A714/Spanish A724)

2.3   Topic Areas

Candidates will be required to show knowledge and understanding of the following five Topic and Sub-Topics areas, which are based on the National Curriculum Orders for Modern Foreign Languages. In the Speaking and Writing units, candidates also have the opportunity to demonstrate their knowledge and understanding of a topic of their own choice which might be additional to the list below.

Topic Area 1 Home Life and Local Area
sub-topics   a) Self, family and friends
            b) At home
            c) Town and local area
            d) Getting around

Topic Area 2 School, work and money
sub-topics   a) At school or college
            b) Money and part-time jobs

c) At work and on work experience

d) Future plans

Topic Area 3 People and lifestyle
sub-topics a) Health and fitness
b) Problems
c) Food and drink
d) Shopping

Topic Area 4 Leisure and free time
sub-topics a) Socialising and keeping in touch
b) Celebrations
c) Sports and other interests
d) Media and entertainment

Topic Area 5 Widening horizons
sub-topics a) Holidays: planning and describing
b) Holidays: getting what you need
c) Environmental challenges
d) Life in other countries

Examples of tasks in each sub-topic that may give candidates the opportunity to provide evidence of language at a level appropriate to their abilities can be found in Appendix C of this Specification.

2.4 Grammar and Linguistic Structures

Candidates are required to show knowledge and understanding of a nationally agreed list of grammar and linguistic structures. There are separate lists for each language to be found in Appendix B.

2.5 Vocabulary

For Listening and Reading, a vocabulary list is available separately for each language and can be downloaded from the OCR website (www.ocr.org.uk)

The list is divided into two sections: a Minimum Core Vocabulary and an Extension Vocabulary. The Minimum Core Vocabulary list includes all words which candidates who anticipate achieving grades G to C would be expected to learn. The Extension Vocabulary lists words targeted at candidates expecting to achieve grades B to A. In the Higher Tier examination papers, other words may appear but only those in the list will be directly tested.

In Speaking and Writing, candidates can use any range of vocabulary from their own experiences and learning.

2.6   Task List

A list of tasks for each sub-topic can be found in Appendix C. Questions set will be based on the task list.

3   Content

3.1   Unit 1 (French A701/German A711/Spanish A721): *Listening*

Listening
Candidates should be able to: • listen for, identify and note main points and extract some detail from spoken texts of increasing length, speed and complexity; • demonstrate their understanding with a variety of non-verbal responses and some short answers in English.

3.2   Unit 2 (French A702/GermanA712/Spanish A722): *Speaking*

Speaking
Using French, German or Spanish candidates should be able to: • communicate in the context of at least two different Sub-Topic Areas either from the list in section 2.3 or of their own choice; • interact with other speakers, expressing and justifying opinions where appropriate.

3.3   Unit 3 (French A703/German A713/Spanish A723): *Reading*

Reading
Candidates should be able to: • read, identify and note main points and extract some detail from written texts of increasing length and complexity; • demonstrate their understanding with a variety of non-verbal responses and some short answers in English.

3.4   Unit 4 (French A704/German A714/Spanish A724): *Writing*

Writing	
	Using French, German or Spanish candidates should be able to:
	• communicate in the context of at least two different Sub-Topic Areas either from the list in section 2.3 or of their own choice;
	• express and justify points of view where appropriate.

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4   Schemes of Assessment

4.1   GCSE Scheme of Assessment

GCSE French, German and Spanish J730/1/2

Unit A701/ A711/ A721: *Listening*	
20% of the total GCSE marks Externally assessed Foundation Tier: 45 minutes written paper Higher Tier: 50 minutes written paper 40 marks	No dictionaries are allowed.
	Candidates are allowed 5 minutes to read the question paper before the recording is played. The listening material lasts up to 40 minutes (Foundation Tier) or 45 minutes (Higher Tier). Candidates hear all the items twice.
	• All rubrics are in English. • 5 exercises for each tier. • Exercises 1-4 non-verbal responses. • Exercise 5 (Foundation Tier) and Exercises 2 and 5 (Higher Tier) short answers in English.
	The material may include instructions, messages, announcements, monologues, dialogues and discussions of varying length. The extracts relate to a variety of topics from the Topic Areas in section 2.3.
	Exercises 1 to 3 (Foundation Tier) contain factual information and are targeted at grades G, F, and E. Candidates are required to listen for, identify and note main points and extract some details from short texts containing simple language spoken clearly and deliberately.
	Exercises 4 and 5 (Foundation Tier) and Exercises 1 and 2 (Higher Tier) contain factual material and points of view, and are targeted at grades D and C. Candidates are required to listen for, identify and note main points and extract details and opinions from language spoken clearly and at near normal speed. There may be some re-phrasing and hesitation.
	Exercises 3 to 5 (Higher Tier) are targeted at grades B, A and A*. Candidates are required to listen for, identify and note main points and extract details from longer and more complex language extracts spoken clearly and at near normal speed. There may be limited background noise and some re-phrasing and hesitation. Candidates may be required to listen for gist comprehension. They should recognise points of view, attitudes and emotions and be able to draw conclusions from what they hear.

Unit A702/ A712/ A722: *Speaking*

30% of the total GCSE marks Controlled Assessment 60 marks	Dictionaries are allowed in the preparation of speaking activities. No dictionaries are allowed during the activities.
	All candidates take part in two speaking activities of their own choice which must include some interaction with another speaker or other speakers. Guidance on the type of activities and the control conditions is given in the separate Controlled Assessment Guidance Booklet for Speaking.
	Each activity must be on a different Sub-Topic and must last between 4 – 6 minutes.
	Candidates may complete a range of speaking activities and submit the best two for final assessment. The activities submitted must be based on different sub-topics.
	• Differentiation is by outcome (see the marking grid in Controlled Assessment Guidance Booklet for Speaking). • 30 marks each activity.
	This unit is internally assessed and externally moderated. Centres are required to establish a reliable order of merit and supply a sample for moderation according to the regulations.

Unit A703/ A713/ A723: *Reading*

20% of the total GCSE marks Externally assessed Foundation Tier: 45 minutes written paper Higher Tier: 40 marks	No dictionaries are allowed.
	• All rubrics are in English. • 5 exercises for each tier. • Exercises 1-4 non-verbal responses. • Exercise 5 (Foundation Tier) and Exercises 2 and 5 (Higher Tier) short answers in English.
	The material may include signs, instructions, messages, e-mails, faxes, postcards, letters, internet sources, articles and brochures of varying length. The texts are from a variety of topics taken from the Topic Areas in section 2.3.
	Exercises 1 to 3 (Foundation Tier) contain factual material and are targeted at grades G, F, and E. Candidates are required to identify and note main points, and extract some details from short texts containing straightforward language.
	Exercises 4 and 5 (Foundation Tier) and Exercises 1 and 2 (Higher Tier) contain factual material and points of view, and are targeted at grades D and C. Candidates are required to identify and note main points, and extract details and points of view from a variety of texts.
	Exercises 3 to 5 (Higher Tier) are targeted at grades B, A and A*. Candidates are required to identify and note main points, and extract details and points of view from a variety of texts of increasing complexity. They are also required to read for gist comprehension. They should recognise points of view, attitudes and emotions and be able to draw conclusions from what they read.

Unit A704/ A714/ A724: *Writing*	
30% of the total GCSE marks Controlled assessment 60 marks	Dictionaries are allowed in both the preparation and writing up of tasks.
	All candidates complete two writing tasks on topics of their own choice. Each task must be on a different Sub-Topic. Guidance on the type of activities and the control conditions is given in the separate Controlled Assessment Guidance Booklet for Writing.
	Candidates may complete a range of written tasks and submit the best two for final assessment. The two tasks submitted must be based on different sub-topics.
	• Differentiation is by outcome (see the marking grid in Controlled Assessment Guidance Booklet for Writing). • 30 marks each task.
	This unit is externally assessed. Teachers submit two pieces of written work for each candidate together with a copy of each task.

4.2   GCSE (Short Course) Scheme of Assessment

Candidates can take either the short course in Spoken Language or the short course in Written Language.

GCSE (Short Course) French, German or Spanish Spoken Language J030/1/2

Unit A701/ A711/ A721: *Listening*

40% of the total GCSE (Short Course) marks
Externally assessed
Foundation Tier: 45 minutes written paper
Higher Tier: 50 minutes written paper
40 marks
The content is the same as Unit 1 GCSE course (see section 4.1).

Unit A702/ A712/ A722: *Speaking*

60% of the total GCSE (Short Course) marks
Controlled assessment
60 marks
The content is the same as Unit 2 GCSE course (see section 4.1).

Unit A703/ A713/ A723: *Reading*

40% of the total GCSE (Short Course) marks
Externally assessed
45 minutes written paper
40 marks
The content is the same as Unit 3 of the full GCSE course (see section 4.1).

Unit A704/ A714/ A724: *Writing*

60% of the total GCSE (Short Course) marks
Controlled assessment
60 marks
The content is the same as Unit 4 of the full GCSE course (see section 4.1).

4.3   Entry Options

GCSE candidates must be entered for all 4 units.

GCSE (Short Course) Spoken Language candidates must be entered for Units 1 and 2 (A701 and A702 **or** A711 and A712 **or** A721 and A722).

GCSE (Short Course) Written Language candidates must be entered for Units 3 and 4 (A703 and A704 **or** A713 and A714 **or** A723 and A724).

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification code[s]:

OCR GCSE in French – J730

OCR GCSE in German – J731

OCR GCSE in Spanish – J732

OCR GCSE (Short Course) in French Spoken Language – J030

OCR GCSE (Short Course) in German Spoken Language – J031

OCR GCSE (Short Course) in Spanish Spoken Language – J032

OCR GCSE (Short Course) in French Written Language – J130

OCR GCSE (Short Course) in German Written Language – J131

OCR GCSE (Short Course) in Spanish Written Language – J132

4.4 Tiers

Listening and Reading skills: there are examination papers for Foundation Tier and for Higher Tier. Candidates can take a combination of Foundation Tier and Higher Tier units to match their abilities. However, they take only one tier for each skill.

Examination papers at Foundation Tier assess grades C –G .

Examination papers at Higher Tier assess grades A* – D.

A candidate entered for the Foundation Tier cannot be awarded a grade higher than Grade C. Candidates achieving marginally less than the minimum mark for Grade D on the Higher Tier will be awarded Grade E. Candidates failing to achieve this standard will be ungraded.

Speaking and Writing skills: These are differentiated by outcome, so no tiered entry is needed for these units.

4.5 Assessment Availability

This qualification will first be certificated in 2010. All units will be available.

There is one examination series each year, in June.

4.6 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Understand Spoken Language

AO2 Communicate in Speech

AO3 Understand Written Language

AO4 Communicate in Writing

AO weightings – GCSE

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE				Total
	AO1	AO2	AO3	AO4	
Unit A701/ A711/ A721: *Listening*	20	-	-	-	20%
Unit A703/ A713/ A723: *Reading*	-	30	-	-	30%
Unit A702/ A712/ A722: *Speaking*	-	-	20	-	20%
Unit A704/ A714/ A724: *Writing*	-	-	-	30	30%
	20%	30%	20%	30%	100%

AO weightings – GCSE (Short Course)

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE (Short Course) in Spoken Language				Total
	AO1	AO2	AO3	AO4	
Unit A701/ A711/ A721: *Listening*	40	-	-	-	40%
Unit A702/ A712/ A722: *Speaking*	-	60	-	-	60%
	40%	60%	-	-	100%

Unit	% of GCSE (Short Course) in Written Language				Total
	AO1	AO2	AO3	AO4	
Unit A703/ A713/ A723: *Reading*	-	-	40	-	40%
Unit A704/ A714/ A724: *Writing*	-	-	-	60	60%
	-	-	40%	60%	100%

4.7   Quality of Written Communication

- *Quality of written communication* in English is not assessed in this specification.

5   Controlled Assessment

5.1   The controlled assessment units: Speaking and Writing

These units have been designed to be internally assessed, applying the principles of controlled assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work.   These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but the Scheme of Assessment sections of the units include more detail and any specific requirements.

5.2   Task setting

5.2.1 The OCR approach

OCR will assume a limited to high level of control in relation to the setting of tasks. A number of exemplar controlled assessment tasks will be available from OCR for the controlled assessment units. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment tasks.

5.2.2 Using controlled assessment tasks

Centres can choose one from a number of tasks offered by OCR. These tasks can be used with a minimum amount of adaptation or they can be adapted so that they allow the usage of local resources available to any centre. Centres can also choose to set their own tasks. These tasks may be set within overarching scenarios and briefs more relevant to centres' own environments and targeted at their particular cohorts of learners.

Controlled assessment tasks may be adapted or independently set by centres in ways which will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level. For some units this may allow for little to be adapted other than cosmetic details. For other units the medium in which the candidates are working may be a matter of choice. Each controlled assessment task will include a section which briefly specifies the type and degree of adaptation which is appropriate.

The same OCR controlled assessment task must NOT be used as the practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance.

5.3   Task taking

5.3.1 The OCR approach

Speaking

- Medium level of control.

Writing

- High level of control.

The task taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

5.3.2 Definitions of the controls

OCR expects teachers to supervise and guide candidates who are preparing work which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- Offer candidates advice about how best to approach such tasks;

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;

- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements;

- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Authenticity control

Speaking and **Writing**

Candidates will complete all work for assessment under direct teacher supervision except as outlined below. For **Speaking** and **Writing** most, but not all, work for assessment would be under direct teacher supervision, for example, it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

Feedback control

Speaking and Writing

Feedback to candidates will be encouraged but tightly defined. For both Speaking and Writing, although candidates may perform as many tasks as they wish throughout the duration of their course, they cannot carry out the same task on the same topic for the purpose of assessment more than once.

Speaking

For each task to be assessed in **Speaking**, candidates may perform one practice run-through if they wish. However, the teacher may only give feedback to candidates by completing the feedback form (Appendix A of the Guidance for Controlled Assessment in Speaking booklet) and handing it to the candidates. **No other feedback may be given.** For many tasks, a practice run-through may have a negative effect on the candidate's spontaneity in their actual performance, and Centres are encouraged to think carefully about whether a practice performance will always be helpful.

Writing

For **Writing ,** candidates may produce a draft (under supervision) which teachers may give feedback on, if they wish, using the feedback form only (Appendix A of the Guidance for Controlled Assessment in Writing booklet).

Time control

Speaking

The time limit available to candidates to complete the assessment tasks for **Speaking** is between a minimum of 4 minutes and a maximum of 6 minutes as specified within the unit.

Controlled assessed work for Speaking should be completed within the time limit under informal supervision. Not all tasks need be recorded. The number of tasks to be recorded will depend on the number required for the moderation sample, which in turn is reliant on the number of entries. Those that are not recorded must be supervised by the teacher assessing the candidate and assessment should be carried out simultaneously. Those tasks that are recorded may be supervised by a teacher, a language assistant or a teaching assistant. Whoever supervises the task must sign the authentication form stating that the task is the candidate's own work.

Speaking tasks may be carried out in any appropriate location as long as they are supervised. They may take place in the classroom or any other part of the school. They may also even be taken in a suitable environment outside the school such as on a school visit.

Writing

The time available to candidates to complete the final draft of the assessment tasks for **Writing** is between 30 minutes and 1 hour.

All assessed Writing tasks must be completed within the time limit in the classroom under formal supervision. No work, other than preparatory work for the tasks, can be done outside the classroom.

With all control assessed work, the teacher must be satisfied that the work submitted for assessment is the learner's own work and be able to authenticate it using the specified procedure.

Collaboration control

Speaking

In speaking, Candidates can carry out the tasks individually or as group work.

With reference to collaboration control, all assessment evidence will be provided by the individual learner. However, where group is taken as an alternative to individual work in Speaking, only one candidate's contribution can be assessed.

Writing

In Writing, all work should be done individually.
With reference to collaboration control, all assessment evidence will be provided by the individual learner.

Resource control

Speaking

Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. The use of specialist equipment (such as video/audio recorders) and software will be required.

Writing

Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. For the most part, basic workplace equipment will be adequate.

5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

5.3.4 Completing the tasks

Speaking and **Writing**

Candidates should be allowed some time to prepare for the tasks.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the tasks. It is essential that any material directly used from a source is appropriately and rigorously referenced.

Speaking

During the speaking tasks, candidates may have to hand a short written stimulus as an *aide memoir*. Such a stimulus must be the candidate's own work and must not contain more than 40 words. This can be structured as five bullet points with no more than eight words per bullet point (conjugated verbs can be used). A non-verbal visual stimulus is also allowed (photographs, postcards etc). However, the use of hieroglyphics is not permitted. No dictionaries are allowed during the production of the tasks.

Writing

During the completion of the writing tasks, candidates may refer to their own notes which must be written on the Writing Notes Form according to the instructions. They may also have the use of a bilingual dictionary. No other written notes are allowed.

5.3.5 Presentation of work

Speaking and **Writing**

. Candidates must observe certain procedures in the production of written controlled assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.

- Any copied material must be suitably acknowledged.

- Quotations must be clearly marked and a reference provided wherever possible.

- Work submitted for assessment must be marked with the:

centre number
centre name
candidate number
candidate name
specification code and title
assignment title.

Speaking

Recording speaking tasks

Some tasks will need to be recorded in order to provide a sample of tasks to be sent for moderation (see Section 8 below). As the sample may be sent either electronically to the OCR repository or on CD/DVD to the moderator, the tasks must be recorded directly onto the appropriate electronic software (see Appendix F). These recordings can be audio or video, thus allowing candidates and teachers flexibility in the way they choose to record the tasks.

The recording of each task should be continuous and must not be edited in any way. At the beginning of each recorded file, the teacher or supervisor should give the following information:

- Date of the recording
- Centre number and name
- Candidate number and name
- Unit number and component number

Both the candidate and any other participants (e.g. the teacher, student peers) should be audible.

Teachers are asked to check that each task has been recorded at the correct audible level by reviewing the last few seconds of the recording.

Each CD or DVD should be labelled with the Centre number and unit number. To label CDs and DVDs appropriate marker pens should be used. The use of biro, for example, may make the contents of the disk unreadable. Centres should also complete each CD/DVD insert.

For more technical information, consult the OCR website and the document *Digital Audio Technology: Guidance to Centres and Assessment Personnel*.

Writing

Work submitted on paper for marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number.

5.4 Task marking

5.4.1 The OCR approach

Speaking

Medium to high level of control in relation to the marking of tasks. Two tasks are marked by the centre assessor(s) using OCR assessment criteria and guidance, and moderated by the OCR appointed moderator. Work can be submitted by post or digitally.

Writing

High level of control in relation to the marking of tasks. All work is marked by OCR assessors.

5.4.2 Assessment criteria

The assessment criteria contain levels of criteria for the skills that the learner is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated learner work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

5.4.3 Use of 'best fit' approach to marking grids

Speaking

Task(s) should be assessed by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, one of the descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the learner.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- Where the learner's work *convincingly* meets the statement, the highest mark should be awarded;

- Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded;

- Where the learner's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or

lowest mark in the band.

One mark per assessment criterion is required. The final mark for the learner for each task is out of a total of 30 and is found by totalling the marks for each of the marking criteria strands. The marks for each task are then added together to give a total mark for the unit out of 60.

5.4.4 Authentication

Teachers/course tutors must be confident that the work they mark is the learner's own. This means that teachers should introduce sufficient checks to be in a position to judge the authenticity of the learner's work.

Candidates must not plagiarise or copy work. Plagiarism is the submission of another's work as one's own and can be caused by the failure to acknowledge the source correctly. Plagiarism and copying are considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

Note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form provided in this handbook (see section xx) includes a declaration for teachers to sign. It is a requirement of the *QCA Common Criteria for all Qualifications* that proof of authentication is received.

5.4.5 Internal standardisation

Speaking

 It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

5.4.6 Moderation

Speaking

Information on process

All work is assessed by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks

have been awarded in relation to the assessment criteria defined in Appendix D.

Each candidate's work, submitted for moderation, should have a cover sheet attached to it. This will include a summary of the marks awarded for each task. If the work is submitted in digital format the cover sheet should be included electronically within each candidate's files.

5.5 Minimum Requirements for Controlled Assessment

Speaking

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

6 Technical Information

6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for controlled assessments.

It is essential that unit entry codes are quoted in all correspondence with OCR.

Externally Assessed Units: Listening/ Reading

	Unit Entry code	Entry Option Code	Component code	Tier	Unit titles
French German Spanish	A701 A711 A721	F	/01	Foundation	*Listening*
		H	/02	Higher	
French German Spanish	A703 A713 A723	F	/01	Foundation	*Reading*
		H	/02	Higher	

E.g. for French Listening Foundation Tier, enter A701/F.

Controlled Assessment Units: Speaking/ Writing

	Unit Entry code	Component code	Submission method	Unit titles
French German Spanish	A702 A712 A722	/01	*Postal moderation*	*Speaking*
		/02	*OCR-Repository*	
French German Spanish	A704 A714 A724	/01	*Postal moderation*	*Writing*
		/02	*OCR-Repository*	

E.g. for electronic submission of French Speaking work, enter A702/02

6.2   Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for either the full course or short course qualification certification.

6.3   Unit and Qualification Re-sits

Candidates may re-sit each unit only once before entering for qualification certification for a GCSE or GCSE (Short Course) and must also satisfy the terminal rules in section 6.2.

Candidates may enter for the qualifications an unlimited number of times.

6.4   Making Qualification Entries

Candidates must enter for qualification certification in addition to unit assessment(s). If a qualification certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification (entry code J730/J731/J732).

- GCSE (Short Course) Spoken Language certification (entry code J030/J031/J032).

- GCSE (Short Course) Written Language certification (entry code J130/J131/J132).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available from June 2010 in both the full and short courses.

6.5   Grading

Both GCSE (Short Course) and GCSE results are awarded on the scale A*-G. Units are awarded a* to g. Grades are awarded on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Both GCSE (Short Course) and GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit e.g. 41/80.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

Tier	(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
			a*	a	b	c	d	e	f	g	u
F	20%	55	/	/	/	48	40	32	24	16	0
H	20%	80	72	64	56	48	40	36	/	/	0
-	30%	120	108	96	84	72	60	48	36	24	0

Higher tier candidates may achieve an "allowed e". Higher tier candidates who miss a grade 'e' will achieve a uniform mark in the range f-u but the unit grade will be indicated as 'u'.

Candidate's uniform marks for each unit are aggregated and grades for the qualification are generated on the following scale.

Qualification	Qualification Grade							U
	Max UMS	A*	A	B	C	D	E	U
GCSE	400	360	320	280	240	200	160	0
GCSE (Short Course)	200	180	160	140	120	100	80	0

In Foundation Tier, candidates achieving less than the minimum mark for Grade G will be ungraded. In Higher Tier, candidates achieving marginally less than the minimum mark for Grade D may be awarded Grade E or will be ungraded.

6.6   Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the OCR *Handbook for Centres* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

6.7   Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

6.8   Guided Learning Hours

GCSE French/German/Spanish each require 120-140 guided learning hours in total.

GCSE (Short Course) French/German/Spanish Spoken Language each require 60-70 guided learning hours in total.

GCSE (Short Course) French/German/Spanish Written Language each require 60-70 guided learning hours in total.

6.9   Code of Practice/Subject Criteria/Common Criteria Requirements

These specifications comply in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Modern Foreign Languages.

6.10   Prohibited Qualifications and Classification Code

Candidates who enter for the OCR GCSE specifications may not also enter for any other GCSE specification with the certification title *French, German or Spanish* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

The classification codes for these specifications are 5650 (French), 5670 (German), 5750 (Spanish).

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

6.11   Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Candidates who have difficulties meeting the requirements of all the assessment objectives may choose the short course, where only two objectives are required.

6.12 Arrangements for Candidates with Particular Requirements

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*. In such cases advice should be sought from OCR as early as possible during the course.

7   Other Specification Issues

7.1   Overlap with other Qualifications

There is no overlap between the content of these specifications and those for other qualifications.

7.2   Progression from these Qualifications

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

This specification provides progression from the Entry Level Certificates in French, German and Spanish Specifications.

7.3   Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

These specifications can contribute to an understanding of these issues during the study of relevant language topic areas. For example spiritual, moral, ethical, social and cultural issues may arise in the study of all the topic areas listed in section 2.2. Legislative and economic issues could appear in topic areas 2 and 5.

7.4   Sustainable Development, Health and Safety Considerations and European Developments

Consistent with current EU regulations, these specifications necessarily address the issues of Health and Safety considerations, sustainable development and European development as part of the study of relevant Language topic areas.

7.5   Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

7.6 Language

These specifications and associated assessment materials are in English only.

7.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
1	✓	✓			✓		✓	✓	✓	✓	✓	✓
2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓			✓		✓		✓	✓	✓	✓
4	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

7.8 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of French, German or Spanish.

The assessment of this course requires candidates to read and respond to texts from ICT based sources. In Unit 4 (writing), candidates may be required to draft faxes and emails, but this will be done on the examination paper using pen and ink.

This section offers guidance on ICT opportunities which may or may not contribute to the provision of evidence for IT Key Skills.

ICT Application / Development	Opportunities for Using ICT during the Course
Read ICT based material in the target language.	Find and print out suitable material from CDs, the Internet, Intranet.

Listen to ICT based materials in the target language	Find and listen to suitable material from CDs, MP3s, the Internet and Intranet
Word-process in the target language.	Draft and write at various lengths in the target language.
Proof-read own work.	Improve drafts.
Produce DTP versions of work for publication or display.	Use DTP to enhance work where linguistic quality has been checked.

7.9   Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course.

It is recognised that the limited level of mastery of a modern foreign language will affect Candidates' performance in all the above activities.

Citizenship Issue	Opportunities for teaching Citizenship during the Course
The importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion	Topic area 4, sub topic b) – Viewing, listening and reading interests
The United Kingdom's relations in Europe, including the European Union	Topics area 5, sub topic c) – Life in other countries
The wider issues and challenges of global interdependence and responsibility, including sustainable development	Topic area 5, sub topic c) – Life in other countries

Topic area 5, sub topic d) – Environmental challenges |
| Express justify and defend orally and in writing a personal opinion about various issues, problems or events | All Topic areas

The expression and justification of points of view are required throughout the specification. |
| Contribute to group and exploratory class | The expression and justification of points of |

discussion, and take part in formal debates	view are required throughout the specification.
Use imagination to consider other people's experiences and be able to think about, express and critically evaluate views that are not their own	The expression and justification of points of view are required throughout the specification. The ability to consider other people's experiences and points of view is required in Listening and Reading assessments.

Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade F

Candidates show understanding of simple familiar language spoken clearly. They respond appropriately and can identify and note main points and extract some details.

Candidates take part in simple conversations, can present simple information and can express their opinions. Their pronunciation is understandable, and although there may be grammatical inaccuracies the main points are communicated.

Candidates show understanding of the main points and some details from short, simple written texts that relate to familiar contexts. They can use context to work out the meaning of some unfamiliar language.

Candidates write short texts relating to familiar contexts, using simple sentences. There may be mistakes in spelling and grammar but the main points are communicated.

Grade C

Candidates show understanding of a variety of spoken material. They can identify and note main points, details and opinions. The spoken language includes a variety of structures, may relate to past and future events and covers a range of contexts including some that may be unfamiliar.

Candidates take part in conversations and simple discussions which contain a variety of structures and may include different tenses or time frames. They express personal opinions, present information and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Candidates can identify and extract details and points of view from authentic and simulated written texts, drawn from a range of material which includes a variety of structures and may relate to past and future events. They show understanding of unfamiliar language.

Candidates write for different purposes or contexts which may be factual or imaginative and include a variety of structures which may include different tenses or timeframes. They can communicate information and express personal opinions. The style is basic but despite some errors the writing conveys a clear message.

Grade A

Candidates understand the gist of a range of different types of authentic and simulated spoken language relating to a range of contexts, containing some complex language. They can identify main points, details and points of view and draw conclusions. They can summarise what they have heard.

Candidates initiate and develop conversations and discussions, present ideas and information, and narrate events. They express and explain ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with

accurate pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Candidates understand a variety of authentic written texts relating to a range of contexts. They can identify main points, recognise points of view, attitudes and emotions and can draw conclusions. They understand unfamiliar language and extract meaning from more complex language and some longer texts.

Candidates convey information and narrate events. They express and explain ideas and points of view. They write for different purposes using a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate and the message is clear although there may still be some errors, especially when candidates use more complex structures.

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Appendix B: Grammar and Linguistic Structures

French

GCSE candidates will be expected to have acquired knowledge and understanding of French grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. *The examples in brackets are indicative, not exclusive.* For structures marked (R), only receptive knowledge is required.

French (foundation tier)
Nouns:
gender
singular and plural forms
Articles: definite, indefinite and partitive, including use of *de* after negatives
Adjectives:
agreement
position
comparative and superlative: regular and *meilleur*
demonstrative (*ce, cet, cette, ces*)
indefinite (*chaque, quelque*)
possessive
interrogative (*quel, quelle*)
Adverbs:
comparative and superlative:

regular

interrogative (*comment, quand*)

adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)

common adverbial phrases

Quantifiers/Intensifiers: (*très, assez, beaucoup, peu, trop*)

Pronouns:

personal: all subjects, including *on*

reflexive

relative: *qui*

relative: *que* (R)

object: direct (R) and indirect (R)

position and order of object pronouns (R)

disjunctive/emphatic

demonstrative (*ça, cela*)

indefinite (*quelqu'un*)

interrogative (*qui, que*)

use of *y, en* (R)

Verbs:

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

negative forms

interrogative forms

modes of address: *tu, vous*

impersonal verbs (*il faut*)

verbs followed by an infinitive, with or without a preposition

tenses:

present

perfect

imperfect: *avoir, être* and *faire*

other common verbs in the imperfect tense (R)

immediate future

future (R)

conditional: *vouloir* and *aimer*

pluperfect (R)

passive voice: present tense (R)

imperative

present participle (R)

Prepositions

Conjunctions

Number, quantity, dates and time including use of *depuis* with present tense

French (higher tier)
All grammar and structures listed for foundation tier, plus:

Adjectives: comparative and superlative, including *meilleur, pire*

Adverbs: comparative and superlative, including *mieux, le mieux*

Pronouns:

use of *y, en*

relative: *que*

relative: *dont* (R)

object: direct and indirect

position and order of object pronouns

demonstrative (*celui*) (R)

possessive (*le mien*) (R)

Verbs: tenses:

future

imperfect

conditional

pluperfect

passive voice: future, imperfect and perfect tenses (R)

perfect infinitive

present participle, including use after *en*

subjunctive mood: present, in commonly used expressions (R)

Time including use of *depuis* with imperfect tense

German

GCSE candidates will be expected to have acquired knowledge and understanding of German grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. *The examples in brackets are indicative, not exclusive.* For structures marked (R), only receptive knowledge is required.

German (foundation tier)

The case system

Nouns:

gender

singular and plural forms, including genitive singular and dative plural

weak nouns: nominative and accusative singular (*Herr, Junge, Mensch, Name*) (R)

adjectives used as nouns (*ein Deutscher*)

Articles:

definite and indefinite

kein

Adjectives:

adjectival endings: predicative and attributive usage, singular and plural, used after

definite and indefinite articles, demonstrative and possessive adjectives

adjectival endings after *etwas, nichts, viel, wenig, alles* (R)

comparative and superlative, including common irregular forms (*besser, höher, näher*)

demonstrative (*dieser, jeder*)

possessive

interrogative (*welcher*)

Adverbs:

comparative and superlative, including common irregular forms (*besser, lieber, mehr*)

interrogative (*wann, warum, wo, wie, wie viel*)

adverbs of time and place (*manchmal, oft, hier, dort*)

common adverbial phrases (*ab und zu, dann und wann, letzte Woche, nächstes Wochenende,*

so bald wie möglich)

Quantifiers/Intensifiers (*sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen*)

Pronouns:

personal, including *man*

reflexive: accusative

reflexive: dative (R)

relative: nominative

relative: other cases (R) and use of *was* (R)

indefinite: *jemand, niemand*

interrogative: *wer, was, was für*

interrogative: *wen, wem* (R)

Verbs:

regular and irregular verbs

reflexive

modes of address: *du, Sie*

mode of address: *ihr* (R)

impersonal (most common only, eg *es gibt, es geht, es tut weh*)

separable/inseparable

modal: present and imperfect tenses, imperfect subjunctive of *mögen*

infinitive constructions (*um … zu …*; verbs with *zu …*) (R)

negative forms

interrogative forms

tenses: present

perfect: excluding modals

imperfect/simple past: *haben, sein* and modals

imperfect/simple past: other common verbs (R)

future

pluperfect (R)

imperative forms

Prepositions:

fixed case and dual case with accusative and/or dative

with genitive (R)

Clause structures:

main clause word order

subordinate clauses, including relative clauses

Conjunctions:

coordinating (most common, eg *aber, oder, und*)

subordinating (most common, eg *als, obwohl, weil, wenn*)

Number, quantity, dates and time including use of *seit* with present tense

German (higher tier)
All grammar and structures listed for foundation tier, plus:

Nouns: weak nouns

Adjectives: adjectival endings after *etwas, nichts, viel, wenig, alles*

Pronouns:

reflexive: dative

relative: all cases, and use of *was*

interrogative: *wen, wem*

Verbs:

mode of address: *ihr*

impersonal

infinitive constructions (*ohne … zu …*; *um ... zu ...*; verbs with *zu …*, eg *beginnen, hoffen, versuchen*)

modal: imperfect subjunctive of *können, sollen*

tenses: imperfect/simple past of common verbs

future

conditional: *würde* with infinitive

pluperfect

imperfect subjunctive in conditional clauses: *haben* and *sein*

Prepositions: with genitive (most common, eg *außerhalb, statt, trotz, während, wegen*)

Conjunctions: coordinating and subordinating

Time: use of *seit* with imperfect tense

Spanish

GCSE candidates will be expected to have acquired knowledge and understanding of Spanish grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. *The examples in brackets are indicative, not exclusive.* For structures marked (R), only receptive knowledge is required.

Spanish (foundation tier)
Nouns:
gender
singular and plural forms
Articles:
definite and indefinite
lo plus adjective (R)
Adjectives:
agreement
position
comparative and superlative: regular and *mayor, menor, mejor, peor*
demonstrative (*este, ese, aquel*)
indefinite (*cada, otro, todo, mismo, alguno*)
possessive, short form (*mi*)

possessive, long form (*mío*) (R)

interrogative (*cuánto, qué*)

Adverbs:

formation

comparative and superlative: regular

interrogative (*cómo, cuándo, dónde*)

adverbs of time and place (*aquí, allí, ahora, ya*)

common adverbial phrases

Quantifiers/Intensifiers (*muy, bastante, demasiado, poco, mucho*)

Pronouns:

subject

object (R)

position and order of object pronouns (R)

reflexive

relative: *que,*

relative: *quien, lo que* (R)

disjunctive (*conmigo, para mí*)

demonstrative (*éste, ése, aquél, esto, eso, aquello*)

indefinite (*algo, alguien*)

interrogative (*cuál, qué, quién*)

Verbs:

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

modes of address: *tú* and *usted*

radical-changing verbs

negative forms

interrogative forms

reflexive constructions (*se puede, se necesita, se habla*)

uses of *ser* and *estar*

present indicative

present continuous

preterite

imperfect: in weather expressions with *estar, hacer*

imperfect (R)

immediate future

future (R)

perfect: most common verbs only

conditional: *gustar* only in set phrases

pluperfect (R)

gerund (R)

imperative: common forms including negative

subjunctive, present: (R) in certain exclamatory phrases (*¡Viva! ¡Dígame!*)

subjunctive, imperfect: *quisiera*

impersonal verbs: most common only

Prepositions:

common, including personal *a*

por and *para*

Conjunctions: common, including *y, pero, o, porque, como, cuando*

Number, quantity, dates

Time: use of *desde hace* with present tense (R)

Spanish (higher tier)
All grammar and structures listed for foundation tier, plus:

Articles: *lo* plus adjective

Adjectives:

comparative and superlative

possessive, short and long forms (*mi, mío*)

relative (*cuyo*)

Adverbs: comparative and superlative

Pronouns:

object

position and order of object pronouns

relative: all other uses including *quien, lo que, el que, cual*

possessive (*el mío, la mía*)

Verbs: tenses:

future

imperfect

imperfect continuous

perfect

pluperfect

conditional

passive voice (R)

gerund

present subjunctive: imperative, affirmation and negation, future after conjunctions of time

(*cuando*), after verbs of wishing, command, request, emotion, to express purpose (*para que*)

imperfect subjunctive (R)

Time:

use of *desde hace* with present tense

use of *desde hace* with imperfect tense (R)

Appendix C: Task List

The language tasks listed below amplify and illustrate the Topic list in section 2.3.

Tasks

1 Me and my area

a) Self, family and friends

- Give and seek general information about family members and friends.

- Complete a form which asks for personal details.

- Describe family members, friends, other persons, self and pets, mentioning their appearance and temperament.

- Describe and understand a typical week day.

- Describe and understand a typical day at the weekend.

- Describe and understand a memorable event involving family and friends.

b) At home

- Give and seek general information about people's homes.

- Describe how household chores are divided up between members of the family.

- Give an account of a period of time spent or will be spent at home.

- Discuss the good and bad points of home and home life.

- Describe and understand possible changes in the home and evaluate the effects these would produce.

- Describe the kind of place and accommodation where you would like to live in the future, giving reasons for your choices.

c) Town and local area

- Give and seek information and opinions about own local area or other places.

- Give an account of an area visited or that will be visited.

- Discuss changes that have been made to the local area and explain views and opinions.

- Suggest possible changes to your local area and evaluate the effects these would produce.

- Compare your town and area with a town and area in a country where the target language is spoken. Give reasons to support opinions.

d) Getting around

- Give and seek directions on how to get to places on foot.

- Give and seek information about the best way to reach a destination by car or by public transport, including how long the journey might take.

- Give and seek information about availability of public transport to a given destination.

- Check whether a course of action is appropriate, for example whether it is the right bus, road, platform or time.

- Give and seek information about times and timetables, including the need to change if necessary.

- Understand information in road, traffic and transport bulletins.

- Use and understand the language associated with buying or reserving tickets.

- Describe and understand an account of a journey, either in the past or still being planned.

- Give an account of preferences for certain forms of transport in a variety of circumstances, giving reasons for those preferences.

2 School, work and money

a) At school or college

- Give and seek general information about people's schools or colleges.

- Give information about subjects studied and about likes and dislikes.

- Give an account of the school/college day.

- Give and seek information about the journey to school/college.

- Express, seek and explain views and opinions about features of school.

- Give an account of a period of time already spent or planned to be spent at school.

- Describe and understand the reasons for liking/disliking school/college, such as the subjects studied, people, atmosphere and degree of freedom.

- Suggest possible changes in the school/college and evaluate the effects these would produce.

- Compare school life here with school life in a country where the target language is spoken. Give reasons to support opinions.

b) Money and part-time jobs

- Give and seek information about any money received, either from work or as pocket money.

- Give and seek information about the kinds of part-time jobs that young people can do to earn money.

- Describe and understand how young people like to spend money, and reasons or opinions about different kinds of spending.

- Explain whether it is right that young people should expect to receive pocket money.

- Discuss whether it is a good idea for young people still at school/college to do part-time jobs to earn money.

c) At work and on work experience

- Give information about any job or work done by the candidate or by the candidate's friends or family.

- Use and understand the language necessary to find out information about a job and to make an application for a job.

- Express, seek and explain views and opinions about aspects of a job such as the hours, pay, conditions and people.

- Use on-the-job language to deal with enquiries, respond to e-mails.

- Discuss the advantages and disadvantages of doing work experience, and give reasons for those opinions.

- Describe and understand the advantages and disadvantages of having a job, considering such aspects as time, money and personal development.

d) Future plans

- Express, seek and explain views and opinions about different types of further education and different types of career.

- Discuss the advantages and disadvantages of different opportunities for further study and of different careers.

- Exchange opinions on the advantages and disadvantages of working abroad

- Describe and understand plans for the future after formal education

3 People and life-style

a) Health and fitness

- Describe what is meant by a healthy life-style.

- Give and seek information about following a healthy life-style, giving reasons for success or failure.

- Discuss whether parents have a healthier life-style than their children.

- Describe and understand the benefits and dangers to health of taking medicines and drugs.

- Describe and understand possible changes in diet and lifestyle patterns and evaluate the effects these would produce.

b) Problems

- Arrange an appointment at the doctor's/dentist's.

- Give and seek information about symptoms, including for how long symptoms have been felt.

- Give and understand information about injuries such as cuts, bruises and broken bones.

- Request and understand instructions for medicines or remedies.

- Give and understand an account of a period of time when someone sustained an injury or was unwell.

- Give and understand an account of an injury: the causes and consequences, and speculating who was to blame.

- Give and understand a description of a road accident and its aftermath: the reasons why the accident happened, how members of the public and emergency services responded.

c) Food and drink

- Give and seek information about dislikes, likes and preferences among foods and drinks.

- Buy food and drink in shops, using appropriate measures of quantity, weight and packaging.

- Give and understand information about what meals are eaten at home, when and who prepares them.

- In a café or restaurant, explain preferences and requirements to the staff, and modify requirements as necessary.

- In a café or restaurant, point out problems or errors and deal with payment.

- Describe and understand what happened on a recent food shopping trip.

- Describe and understand an account of a typical or special meal in the past or being planned.

- Compare the food and drink in one country with the typical diet of other countries.

d) Shopping

- Seek information about different shops, department stores and departments.

- Find out about cost and if there are reductions or special offers.

- Specify requirements, for example colour, size and material, and modify as necessary.

- Use and understand the language associated with rejecting, choosing, confirming and making payment.

- In a shop explain problems or make complaints about an item and request that appropriate action be taken.

- Give an account of a period of time in the shops, either in the past or still being planned.

- Discuss what clothing or other items the candidate might buy if finance permitted, and explain the reasons for the choice.

- Describe and understand the importance of shopping and compare attitudes of others.

- Describe and understand shops and shopping habits in own area and in countries where the target language is spoken, or which the candidate has visited.

4 Leisure and free time

a) Socialising and keeping in touch

- Introduce oneself to and exchange personal information with new contacts.

- Use and understand language associated with arranging to go out with a friend.

- Use and understand the language associated with invitations and suggestions about various activities.

- Explain in an appropriate style why you do or don't want to accept an informal invitation.

- Respond to a wedding, christening or other formal invitation.

- Describe and understand an account of a time spent with a friend, either in the past or still being planned.

b) Celebrations

- Describe what food and drink is needed for a party.

- Give an account of a recent party, giving reasons as to why it was, or was not, a success.

- Give information about cards and presents received on a special occasion.

- Give and seek information about festivals or special events in own area.

- Compare festivals and/or events in own country with festivals and/or events in countries where the target language is spoken.

- Describe and understand a special event or festival in the past, or planned for the future.

c) Sports and other interests

- Give and seek information about people's interests, pastimes and leisure activities in the home and in the town.

- Talk about sports that you like to watch or take part in.

- Describe a sports event that you attended or are planning to attend.

- Describe a sporting hero that you like or dislike.

- Discuss how good leisure facilities are in the local area.

- Suggest possible changes to local free-time facilities and evaluate the effects these would produce.

- Discuss what activities the candidate might pursue or suggest if time, opportunity, or finances permitted.

- Give an account and explanation of how leisure activities are different to those of parents.

- Compare, describe and understand popular sports and hobbies in own country and those in countries where the target language is spoken.

d) Media and entertainment

- Describe a film or TV programme you like or dislike.

- Express views about books, CDs, music performances, etc.

- Express, seek and explain views and opinions about a well-known artist, actor or musician

- Give an account of a period of free time in the past or still being planned.

- Describe and understand the good and bad points of leisure-time activities, performances, and performers etc.

5 Widening horizons

a) Holidays: planning and describing

- Give and seek information about the weather at home and abroad.

- Give and seek information about weather conditions some time in the past or a forecast for a time in the future.

- Discuss what different activities might be possible depending on different weather conditions.

- Describe how adverse weather conditions affected a sports fixture/ travel/ a camping holiday etc.

- Before starting a journey, seek information about possible accommodation requirements including such aspects as availability, cost meals and facilities.

- Give and seek information about different kinds of holiday.

- Give opinions on different kinds of holiday destinations and activities.

- Compare and contrast how the family chooses to spend holidays with what you would like to do.

- Describe a holiday period spent at home.

- Describe and understand a period of time on holiday at home or abroad, either in the past or still being planned.

- Compare and give opinions about the relative merits of holidays in the UK compared with holidays abroad.

b) Holidays: getting what you need

- On arrival, give and seek information when checking in at accommodation, either having reserved, or asking about availability.

- Accept or refuse as necessary and modify requirements in response to what is possible or available.

- On departure, deal with payment, including pointing out errors where necessary.

- In the post office, bank, or exchange office find out the cost of stamps, sending items, rates of exchange, commission, etc.

- Describe how an item was lost or stolen and how the problem was resolved.

- Explain to someone in authority that something has been lost and describe the appearance of the item, any contents and where and when it was lost.

- When travelling by car when there are mechanical problems briefly outline the problem, describe the location of the car and ask where help can be obtained.

- Describe and understand problems caused by delays to public transport.

c) Environmental challenges

- Give and seek information and opinions about problems affecting the environment, whether man-made or natural.

- Give and seek information about remedial measures such as conservation and recycling.

- Describe and understand what are the most urgent issues affecting the environment.

- Describe and understand to what extent our life-style harms the environment, and what we can do to improve the situation.

- Describe and understand the problems that global warming will bring, and what we can do to try to reduce the degree of global warming in the long term.

d) Life in other countries

- Describe and understand a typical day of someone living in a country where the target language is spoken.

- Describe and understand the similarities and differences experienced on a visit to a country where the target language is spoken.

- Compare the daily routine of people living in a country where the target language is spoken with that of the candidate, expressing opinions, preferences, and reasons.

- Research, describe and understand an aspect of cultural or social behaviour– related for example to music, songs, humour, etc. – specific to the target culture.

Appendix D: Assessment Criteria for SPEAKING

Task One	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
Task Two	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
	TOTAL	60 marks

	Communication 15 marks
15	The candidate responds fully to all tasks/questions, including open ended ones. Uses relevant information to develop and justify individual ideas and points of view. Produces information spontaneously without being cued.
13/14	Usually gives extra information in response to tasks/questions, including open-ended ones. Routinely expresses opinions and provides justifications. Sometimes develops and explains own ideas. Conveys information confidently without the need for repeated stimulus.
12	Produces enough language to address the tasks/questions competently. Sometimes gives additional detail. Expresses more than straightforward points of view, sometimes with justifications. Often responds with sequences of information.
9/10/11	Tackles the range of set tasks/questions and communicates the essential elements. Readily expresses points of view. Can deal with some unpredictable questions. Only occasional hesitation.
7/8	Performs unevenly in response to the tasks/questions but tries to address most of them. Expresses some opinions. Makes some attempt to deal with unpredictable elements. Hesitant at times.
5/6	Communicates with simple, short pieces of information in response to straightforward tasks/questions. Occasionally gives opinions. Attempts to link straightforward ideas. Hesitation usually in response to unpredictable elements.
3/4	Communicates a few facts or ideas in response to well-practised tasks/questions. Can express simple opinions. Sometimes irrelevant or repetitive. Communicates briefly in response to direct questions. Hesitant delivery.
1/2	Conveys only isolated pieces of information, even in response to very simple tasks/questions. Brief and monosyllabic. Single words in response to questions and delivery is slow and hesitant.
0	Communicates no relevant information

	Quality of Language 15 marks
15	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied.
	Pronunciation and intonation extremely accurate for a non-target language speaker.
13/14	Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material.
	Pronunciation and intonation very accurate for a non-target language speaker.
11/12	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous. Some object and reflexive pronouns.
	Pronunciation and intonation mostly accurate with occasional errors.
8/9/10	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
	Pronunciation and intonation generally accurate.
6/7	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
	Pronunciation and intonation generally accurate, but some errors.
4/5	Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences.
	Pronunciation and intonation are fair, but inconsistent.
2/3	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
	Pronunciation and intonation are very approximate, but intelligible.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
	Pronunciation is heavily influenced by the first language.
0	Nothing coherent or accurate enough to be comprehensible

Appendix E: Assessment Criteria for WRITING

Task One	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
Task Two	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
	TOTAL	60 marks

	Communication 15 marks
15	The candidate responds fully to all tasks/questions, including open ended ones. Uses relevant information to develop and justify individual ideas and points of view.
13/14	Usually gives extra information in response to tasks/questions, including open-ended ones. Routinely expresses opinions and provides justifications. Sometimes develops and explains own ideas.
12	Produces enough language to address the tasks/questions competently. Sometimes gives additional detail. Expresses more than straightforward points of view, sometimes with justifications.
9/10/11	Tackles the range of set tasks/questions and communicates the essential elements. Readily expresses points of view.
7/8	Performs unevenly in response to the tasks/questions but tries to address most of them. Expresses some opinions.
5/6	Communicates with simple, short pieces of information in response to straightforward tasks/questions. Occasionally gives opinions.
3/4	Communicates a few facts or ideas in response to well-practised tasks/questions. Can express simple opinions. Sometimes irrelevant or repetitive.
1/2	Conveys only isolated pieces of information, even in response to very simple tasks/questions.
0	Communicates no relevant information

	Quality of Language 15 marks
15	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied.
13/14	Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material.
11/12	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous. Some object and reflexive pronouns.
8/9/10	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
6/7	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
4/5	Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences.
2/3	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing coherent or accurate enough to be comprehensible

Appendix F: Guidance for the Production of Electronic Controlled Assessment: Unit 2 Speaking

The Controlled Assessment in Unit 2 comprises two tasks. For each candidate, the two tasks together form a Controlled Assessment portfolio, stored electronically.

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page.'

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for the two Controlled Assessment tasks. The evidence for each task should be contained within a separate file within the top level folder.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree to store Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format. (Further information on this topic is provided in the separate OCR guidance on digital Controlled Assessment submissions).

Candidates must use formats appropriate to the evidence that they are providing and appropriate for reviewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable player is available are acceptable. Where this is not available, the file format is not acceptable.

Evidence submitted is likely to be in the form of digital audio and video files..

To ensure compatibility, all files submitted must be in the formats listed below.

It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats
Audio or sound formats
MPEG Audio Layer 3 (.mp3)
Movie formats for digital video evidence
MPEG (.mpg)
QuickTime movie (.mov)
Macromedia Shockwave (.aam)
Macromedia Shockwave (.dcr)
Flash (.swf)
Windows Media File (.wmf)
MPEG Video Layer 4 (.mp4)

DRAFT